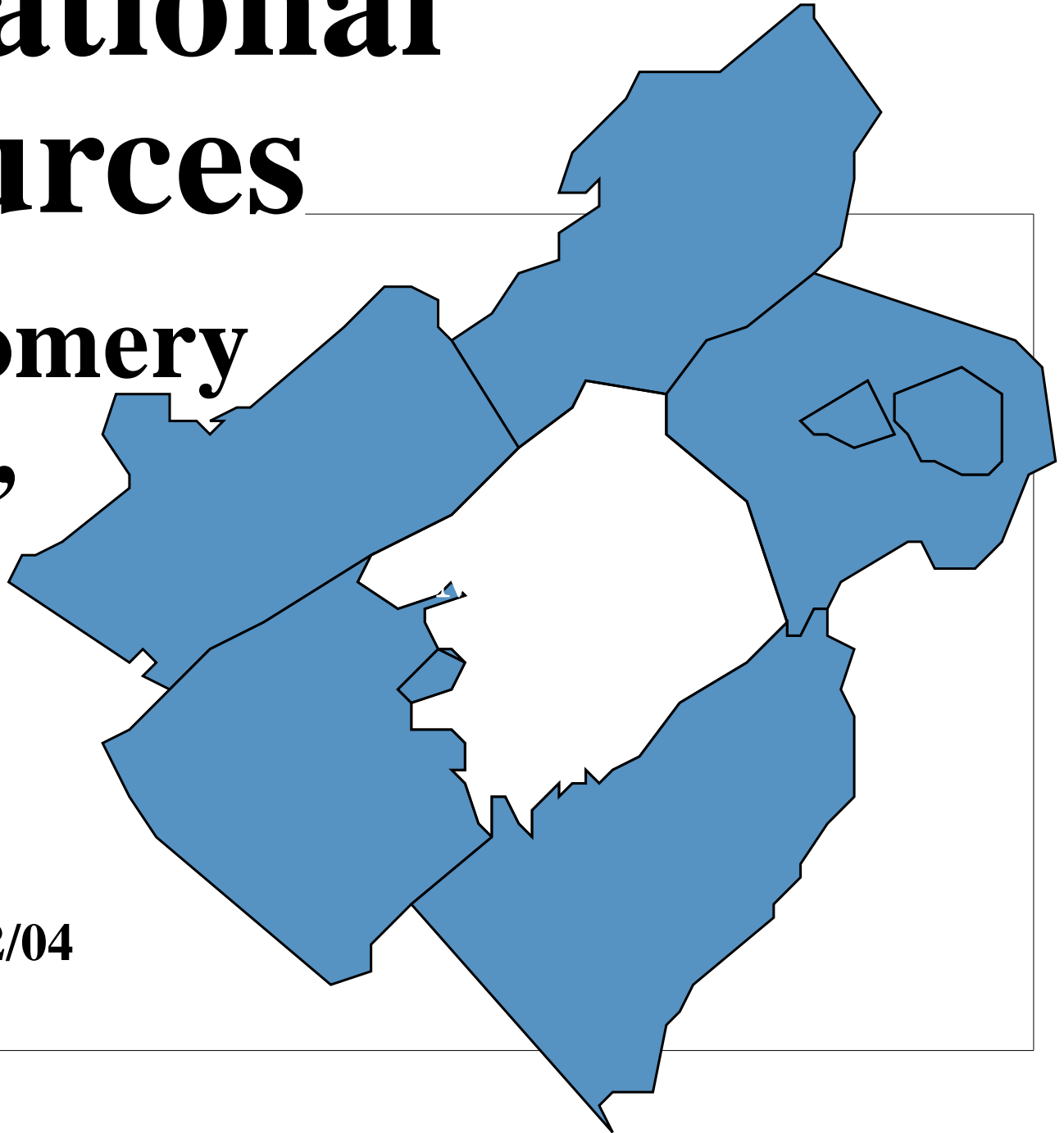# Educational Resources

Montgomery County, 2025

Adopted: 10/12/04

Educational Resources: Executive Summary

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Montgomery County recognizes that educational assets contribute significantly to the quality of life in Montgomery County, surrounding counties, and communities and increase economic opportunity and development. The educational resource goals focus on three primary goals:

1. Provide high quality, life-long educational facilities and program;
2. Provide life-long learning opportunities, including giving adults and students the skill sets to succeed in the market place; and
3. Develop and support effective non-traditional educational facilities and programs.

Insert Photo

Educational Resources: Introduction

For the past 30 years, to one degree or another, education has defined much of life in Montgomery County. Virginia Tech and Radford University (in the City of Radford) remain two of largest employers in the area.. Add to that the faculty and staff with the Montgomery County Public Schools, private school teachers not part of the public sector employment, and people who work in support services and related industries, and the presence of education effectively permeates the county's character and development Indeed, in the 2000 Census, 35% of the population self identified their industry as educational, health care, or social services. It should come as no surprise, then, that nearly half the respondents to the community survey were connected, in some fashion, to education or an educational institution.

The challenge for both the Montgomery County Government and the Montgomery County Public Schools is centered on how to best serve a growing and diverse population--not just those in elementary or secondary schools, but those who, facing changes in the market place, are forced to retool into new professions or upgrade their skill sets to remain competitive in their chosen professions. The education resource goals are meant to address the needs of all residents rather than just those in the traditional public school classroom.

In addition, the goals recognize that the County must, of necessity, try to do more with less. As budgets tighten, it becomes necessary to begin to find ways to use the County's facilities in more ways, whether as part of a community-based schools program; as a community, cultural, or recreational center, as a learning hub for nontraditional students; or as a touchstone for supporting diversity.

COMMUNITY SURVEY RESULTS

The community survey asked participants to consider three key issues: 1) educational opportunities for children, 2) educational opportunities for adults, and 3) new educational facilities. All three issues rated well above the mean (3.65), but the written comments from participants indicated that concern for education went well beyond these three issues.

Of the three primary issues, participants were asked to rate, educational opportunities for children ranked the highest (4.34). Indeed, of those who responded, 66.4% rated educational opportunities for children as "very important;" an additional 19.4 percent rated it as "important." Only 1.1% of participants felt it was "not important." The comments from participants underscored their level of concern for public education in the county, and their comments touched on a number of issues, including the quality of teachers and teacher retention, the quality of schools and problems with accreditation, the expansion of educational opportunities, school funding, the range of programs, and delivery of services.

Educational opportunities for adults received the second highest score of the three issues (3.97), with 44.8% identifying the issue as being "very important" and 28.3% saying it was "important." Again, participant comments indicated a strong interest in vocational and technical training and retraining.

The final education issue dealt with the

Insert Photo

provision of new educational facilities. While the mean score for the issue (3.82) was well above the mean for all issues (3.65), and the majority of respondents considered new educational facilities as either "very important" (42.6%) or important (25.8%), the written comments suggested that participants had a certain amount of ambivalence when it came to the issue. Of those who specifically addressed facility issues in their responses, the majority focused on the need to upgrade existing facilities, the multiuse of existing and future facilities, and a need to look at redistricting to more evenly distribute the current and future student populations.

A number of participants raised concerns about the current condition of some of the older schools. This is especially true of the responses from the students who filled out the student community survey. While the adult participants talked about building new schools, the students wrote about replacing windows that leak, providing air conditioning, and upgrading science labs. This difference in perspective is the difference between those seeing the outside of the buildings and those seeing the inside of the classrooms.

The students comments, concerning education in Montgomery County, were, in some ways, far more telling than those of the adults. While the adults wrote about teacher retention and taxes, the students expressed concerns about physical shortcomings of their own schools. One student from Auburn suggested building "a covered walk way to the high school," presumably to keep middle school students out of inclement weather. Another student noted that the schools do "not having good facilities and supplies & overcrowding." Yet another pointed out that "schools do not have all of the equipment they need." Of all of the concerns expressed in the student surveys, overcrowding, lack of equipment, and perceived lack of funding were the overarching themes.

If the future statements the students wrote are any indication, the students believe that the county will effectively address education problems between now and 2025. As one student noted: "Montgomery County is a cool place to live... Open places, less violence, and better schools." Another predicted that the schools were "cleaned up (rebuilt). And still another wrote:

> When I was in school, some of our schools didn't have air conditioning and were very old buildings. At present time, our county is a wonderful place for children to attend school. There are many brand new state of the art schools with the latest technology available in use.
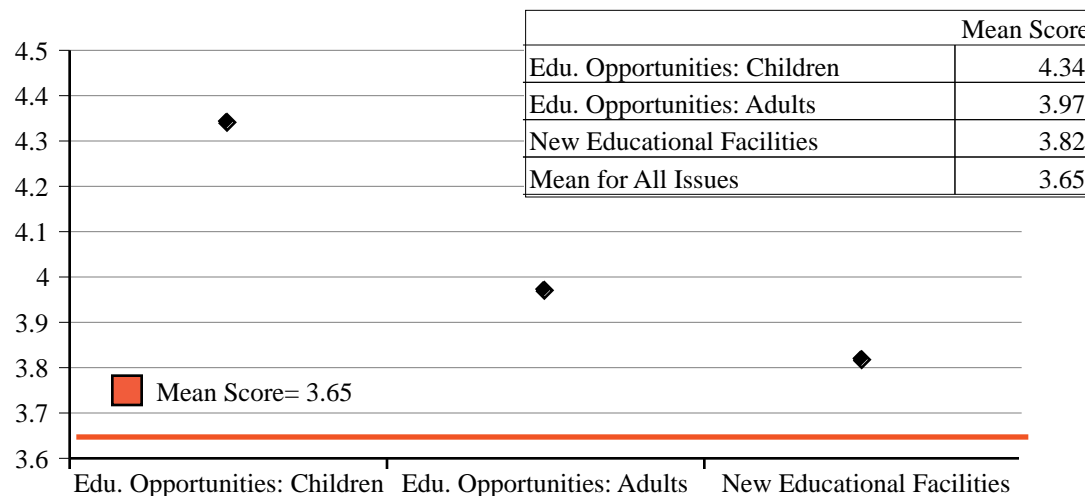
Current and Historical Trends and Conditions

Educational Attainment.

The level of educational attainment in Montgomery County reflects the close proximity of two universities and an expanding professional service job market, driven by the Corporate Research Center. According to the 2000 Census, 82.8% of the Montgomery County population, 25 years and older, are high school graduates, 5.7% have associate degrees, 35.9% have bachelor's degrees, and 18.6% have graduate or professional degrees (up from 16.2% in 1990). At the state level, for the same age group, 81% are high school graduates, 5.6% have associate degrees, 29.5% have bachelor's degrees, and 11.6% have graduate or professional degree.

Between 1980 and 2000, the percentage of the population who are high school graduates

Educational Resource Issues: Community Survey Mean Results, 2003

	Mean Score
Edu. Opportunities: Children	4.34
Edu. Opportunities: Adults	3.97
New Educational Facilities	3.82
Mean for All Issues	3.65

Mean Score= 3.65

Edu. Opportunities: Children   Edu. Opportunities: Adults   New Educational Facilities

Note: Forty-one issues were included in the "rate this issue in terms of importance" portion of the community survey. A mean score was calculated for each of the 41 issues, as well as for the total of all issues. Issues with scores higher than 3.65 (the mean for all issues) indicate that the majority of respondents rated the issue greater importance; a score lower than 3.65 indicates that the majority of respondents rated the issue of less importance than the on average. The scale for the survey was: 0=no response; 1= not important; 2=minimally important; 3=moderately important; 4=important; and 5=very important. Source: 2003 Community Survey, Montgomery County, Virginia.

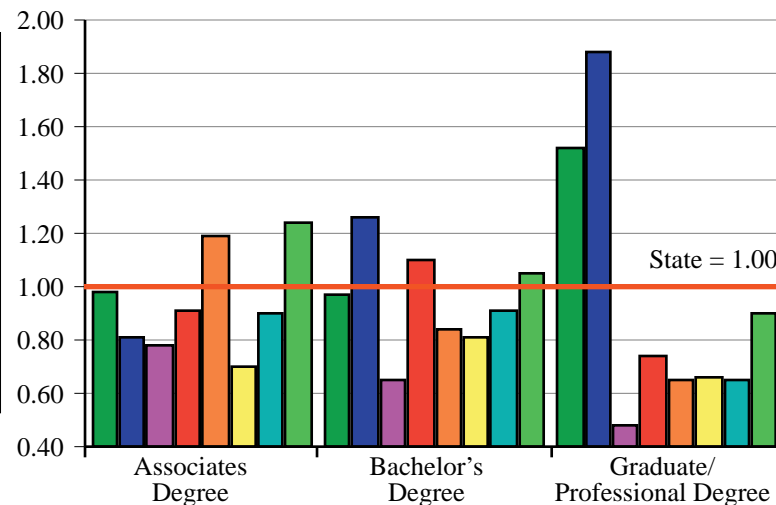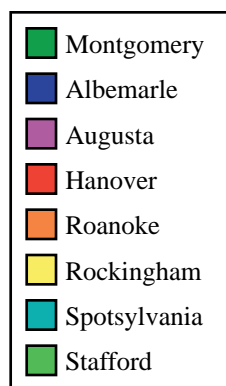# Montgomery County: Educational Attainment, 1980-2000
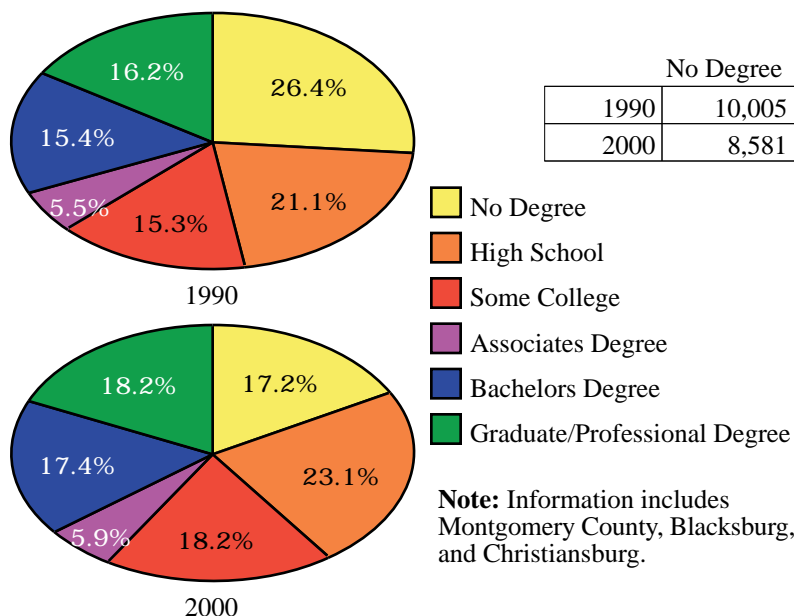
	No Degree	High School	Some College	Associates Degree	Bachelors Degree	Graduate/ Professional	Population 25 Years+
1990	10,005	8,007	5,820	2,105	5,850	6,153	37,940
2000	8,581	11,556	9,067	2,926	8,693	9,097	49,872

1990 pie chart: 26.4% No Degree, 21.1% High School, 15.3% Some College, 5.5% Associates Degree, 15.4% Bachelors Degree, 16.2% Graduate/Professional Degree

2000 pie chart: 17.2% No Degree, 23.1% High School, 18.2% Some College, 5.9% Associates Degree, 17.4% Bachelors Degree, 18.2% Graduate/Professional Degree

Legend:
- No Degree
- High School
- Some College
- Associates Degree
- Bachelors Degree
- Graduate/Professional Degree

Note: Information includes Montgomery County, Blacksburg, and Christiansburg.

% High School Graduates bar chart:
- 1980: 62.0%
- 1990: 73.6%
- 2000: 82.8%

Montgomery County + Radford & Comparative Jurisdictions: Ratio of College Degrees to State Average, 2000

	Associates	Bachelors	Graduate/ Professional
Montgomery	2,926	8,693	9,097
Albemarle	3,736	17,397	17,301
Augusta	3,529	8,861	4,311
Hanover	3,109	11,245	5,079
Roanoke	10,176	21,596	11,144
Rockingham	2,644	9,081	4,919
Spotsylvania	3,673	11,070	5,281
Stafford	4,163	10,550	6,056
Virginia	262,813	835,011	539,977

Legend:
- Montgomery
- Albemarle
- Augusta
- Hanover
- Roanoke
- Rockingham
- Spotsylvania
- Stafford

State = 1.00

Note: The county data includes the data from adjacent cities (Montgomery +Radford; Albemarle+Charlottesville; Augusta+Harrisonburg; Roanoke+Roanke City & Salem; Rockingham+ Staunton & Waynesboro; and Spotsylvania+Fredericksburg).

Source: U.S. Census Bureau, 2000 Census

Montgomery County: Location of Public Schools, 2004

Legend

- County Roads
- School Locations
- Municipalities

0 0.5 1 2 3 4 Miles
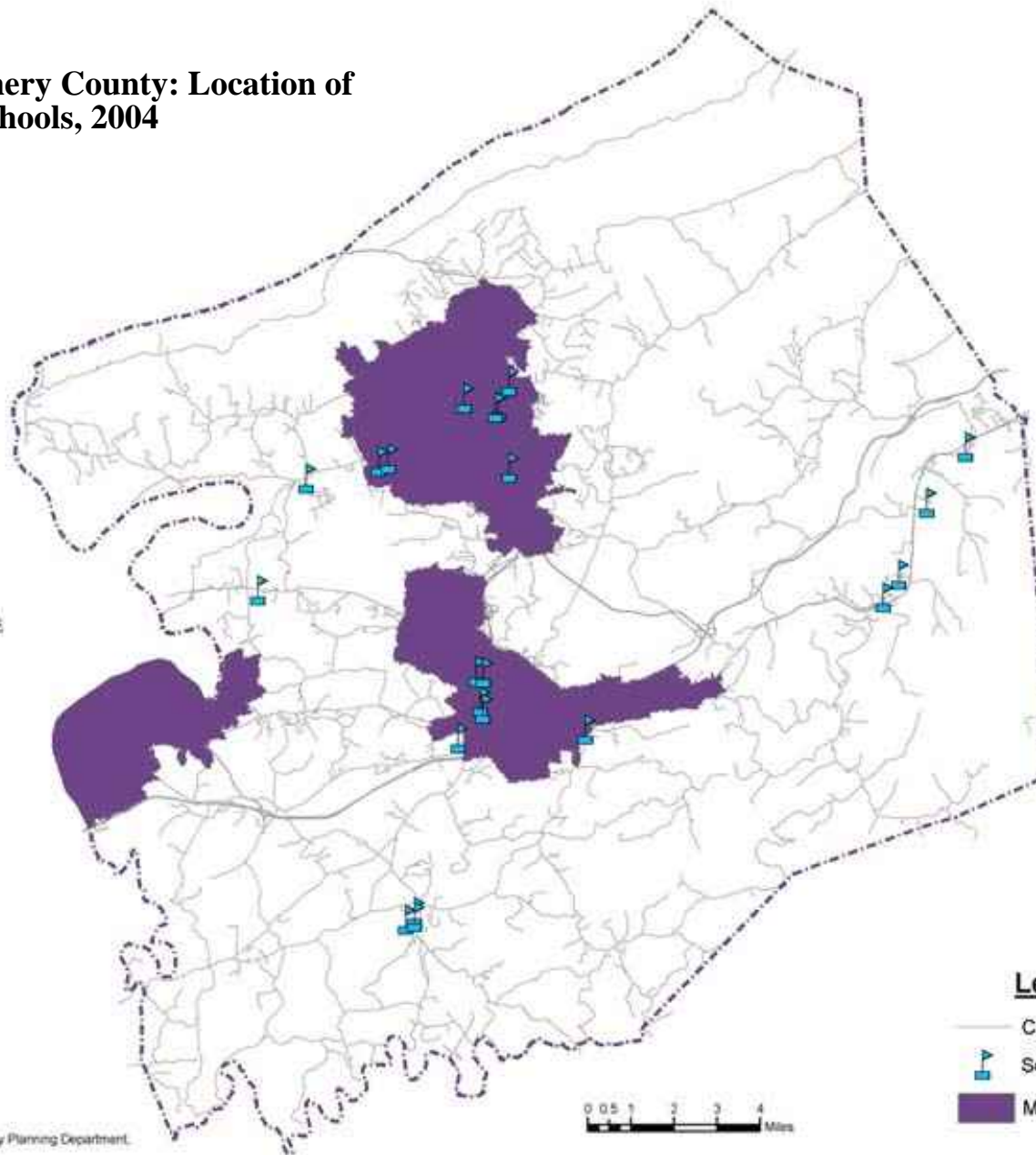
Prepared by the Montgomery County Planning Department,
GIS and Mapping Services, 6/10/04

Montgomery County Public School Facilities, 2004

School	Age	Date Built	Last Renovation /Addition	Sq. Ft. per Pupil	Number of Mobile Units	Program Capacity	Enrollment: Fall, 2003
Elementary							
Auburn	5	1998	n/a	143.8	0	600	565
Belview	52	1951	1979	153.8	0	240	261
Christiansburg Elem.	41	1962	1963	98	3	380	419
Christiansburg Primary	31	1972	n/a	118.2	5	440	457
Elliston-Lafayette	42	1961	1972	91.3	11	160	227
Falling Branch	13	1990	1990	116.4	5	480	551
Gilbert-Linkous	41	1962	1972	141.6	0	360	318
Harding Avenue	31	1972	n/a	208.8	0	260	228
Kipps	10	1993	1993	135.3	0	480	493
Margaret Beeks	41	1962	1972	133.2	0	440	413
Prices Fork	52	1951	1972	139.8	5	180	220
Shawsville	33	1970	1970	149.6	3	280	254
Middle							
Auburn	33	1970	1999	104.5	6	220	318
Blacksburg	1	2002	n/a	--	0	1200	921
Christiansburg	n/a	2003	n/a	--	0	1200	767
Shawsville	69	1934	1973	--	0	240	251
High							
Auburn	65	1938	1972	287.2	2	524	360
Blacksburg	33	1970	n/a	205.1	0	1216	1163
Christiansburg	32	1971/2	n/a	231.7	0	1216	977
Eastern Montgomery	2	2001	n/a	--	1	510	295

National Standards:

Elementary Schools: 100-130 sq. ft per pupil; calculations based on 2002 student population.
Middle Schools: 120 to 150 sq. ft per pupil; calculations based on 2002 student population.
High Schools: 150-200 sq. ft per pupil; calculations based on 2002 student population.

Notes:

1. School Data taken from Shaping Tomorrow Together, July, 2000, DeJong and Assoc.
2. School population data taken from Montgomery County Public Schools Enrollment Projections 2002--Final Report, DeJong and Assoc.
3. Mobile unit data provided by Montgomery County Public Schools, August 2003.
4. Fall Enrollment Data is from the Virginia Department of Education,2004
5. Average age of school structures in Montgomery County is 31.3 years.

Ratio of 2003 Fall Enrollment to Program Capacity.

Note: The new middle schools in Blacksburg and Christiansburg are not included because information was not available.
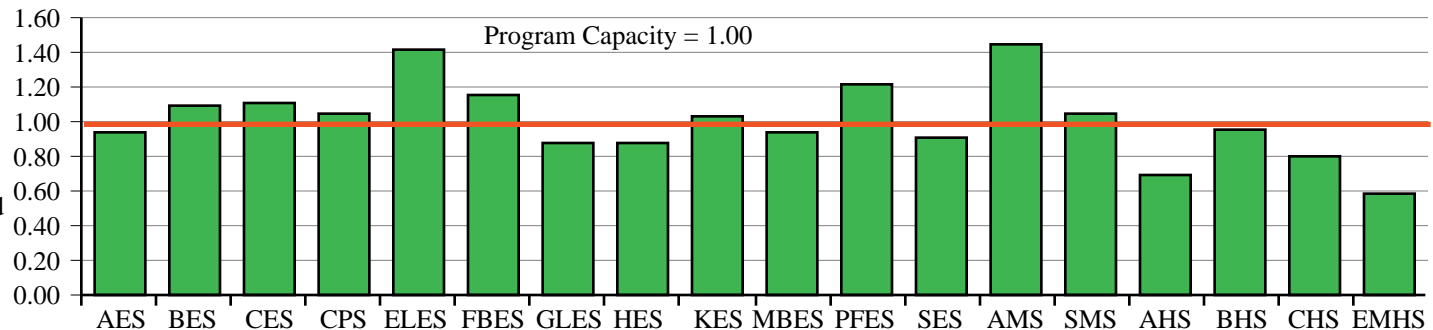
Sources: MCPS Facility Master Plan, July 2000; Virginia Department of Education, 2003.

rose from 62% to 82.8%. In the same period of time, despite a significant population increase (73%) in residents 25 years and older, the actual number of county residents, in the same age group, without at least a high school degree has decreased from 10,945 in 1980 to 8,581 in 2000 (-21.6%). Finally, between 1990 and 2000, the percentage increase in the number of residents, over the age of 25, with bachelor's (increase of 48.6%) or graduate or professional degrees (increase of 47.8%) has risen faster than the overall population in the same age group (increase of 31.4%) These change can be attributed to two factors: 1) the newer population, relocating to Montgomery County, is more likely to have a high school diploma and have bachelors or a graduate/professional degree; and 2) the graduation rate (from high school and/or college) has increased for each successive generation of county residents.

Public School Facilities.

Montgomery County is currently served by 12 elementary schools, four middle schools, and four high schools, organized in four separate strands: Blacksburg, Christiansburg, Auburn, and Shawsville. While the Auburn and Shawsville Strands are predominantly rural, the Blacksburg and Christiansburg Strands are a mixture of rural and urban. The two villages, Prices Fork and Belview, located in the northern end of the County are served by the village-based elementary schools; however, students from the Prices Fork Elementary attend Blacksburg Middle and High Schools, and students from Belview attend Christiansburg Middle and High Schools. Of the rural middle and high schools, Auburn serves the villages of Riner and Plum Creek, as well as the 177 growth corridor, while Shawsville Middle and Eastern Montgomery High School serve the villages of Elliston-Lafayette and Shawsville. Given the emphasis on concentrating growth into the villages and village expansion areas, which are served by public water and sewer, growth in the

Montgomery County Public Schools: Fall Membership, 1995-2003

	1995	1996	1997	1998	1999	2000	2001	2002	2003	Average
Blacksburg										
Gilbert Linkous	386	419	398	346	334	300	287	290	318	342
Harding	307	278	292	271	253	228	231	208	228	255
Kipps	463	461	488	460	478	460	484	480	493	474
Margaret Beeks	463	448	444	436	393	401	375	390	413	418
Total	1,619	1,606	1,622	1,513	1,458	1,389	1,377	1,368	1,452	1,489
Blacksburg MS	876	929	880	886	871	889	901	861	921	890
Blacksburg HS	993	1,020	1,047	1,099	1,104	1,160	1,156	1,174	1,163	1,102
Total	3,488	3,555	3,549	3,498	3,433	3,438	3,434	3,403	3,536	3,482
Christiansburg										
Elementary	371	352	366	397	397	412	412	412	419	393
Primary	371	379	399	388	436	442	433	460	457	418
Falling Branch	518	501	484	490	502	518	515	546	551	514
Total	1,260	1,232	1,249	1,275	1,335	1,372	1,360	1,418	1,427	1,325
Christiansburg MS	737	740	761	763	737	716	762	800	767	754
Christiansburg HS	876	946	949	974	968	945	965	962	977	951
Total	2,873	2,918	2,959	3,012	3,040	3,033	3,087	3,180	3,171	3,030
Villages										
Auburn				588	594	600	611	580	565	590
Bethel	200	211	207							206
Riner	329	220	310							286
Belview	244	226	230	216	203	216	214	261	261	230
Prices Fork	220	220	247	242	218	215	192	221	220	222
Elliston-Lafayette	233	226	244	236	218	238	209	233	227	229
Shawsville	269	260	269	267	263	246	241	249	254	258
Total	1,495	1,363	1,507	1,549	1,496	1,515	1,467	1,544	1,527	1,496
Auburn MS	262	285	294	280	290	253	262	295	318	282
Shawsville MS	256	264	280	251	238	214	237	233	251	247
Total	518	549	574	531	528	467	499	528	569	529
Auburn HS	273	304	319	335	345	350	341	349	360	331
Eastern Mont. HS	296	311	298	292	295	290	289	292	295	295
Total	569	615	617	627	640	640	630	641	655	626
Village Total	2,582	2,527	2,698	2,707	2,664	2,622	2,596	2,713	2,751	2,651
Overall Total	8,943	9,000	9,206	9,217	9,137	9,093	9,117	9,296	9,458	9,163

unincorporated portions of Montgomery County over the next twenty years will have a significant impact on both the urban and rural middle and high schools. Population and housing trends in the County suggest that the areas of major growth in the next two decades are likely to occur in the villages and village expansion areas of Prices Fork and Plum Creek, as well as the 177 corridor, which used to be served by Bethel Elementary.

Of the twenty schools in the Montgomery County Public School System, nine are serving student populations larger than the stated program capacities for the schools. In two cases, Elliston-Lafayette Elementary and Auburn Middle School have populations at more than 140% of capacity, significantly above what the schools were designed to serve. Two others, Prices Fork Elementary and Falling Branch Elementary have populations at or near 120% of capacity. A number of schools have had ongoing capacity problems since 1995 (the earliest state records). For example, Prices Fork School, built in 1951, has a program capacity of 180; however, since 1995, the school has served a minimum population of 192 in 2001 and as many as 247 in 1997. Elliston-Lafayette Elementary has a program capacity of 160, yet the smallest population the school has serve, since 1995, is 209. [1]

Despite the construction of three new elementary schools (Auburn, Falling Branch, and Kipps), two new middle schools (Blacksburg and Christiansburg), and one new high school (Eastern Montgomery), the County's public schools are predominantly housed in aging structures. Two of the schools, Shawsville Middle and Auburn High, are still housed in buildings constructed in the 1930s and are in need of substantial renovation. In addition, two schools

(Prices Fork and Belview) were built in the 1950s, four were built in the 1960s, and the reminder were built in the 1970s. No new schools were built during an 18 year span between 1972 and 1990.

Despite aging buildings, no schools were renovated between 1973 and 1999, with the exception of Belview Elementary in 1979. In 1999, the County renovated Auburn Middle School. In 2000, DeJong and Associates wrote a facilities evaluation for the Montgomery County Public Schools. According to the DeJong study,

eleven out of twenty schools needed new windows and frames; eleven need new roofs; twelve needed new heating, ventilation, and air conditioning systems; and 17 needed additional improvements to meet ADA requirements

In the years since the DeJong report, no systemic renovations have been funded through the County's Capital Improvements Program, although the Montgomery County Public Schools have submitted proposals for each of the last five CIPs and the County has indicated an interest in potentially funding systemic renewals for
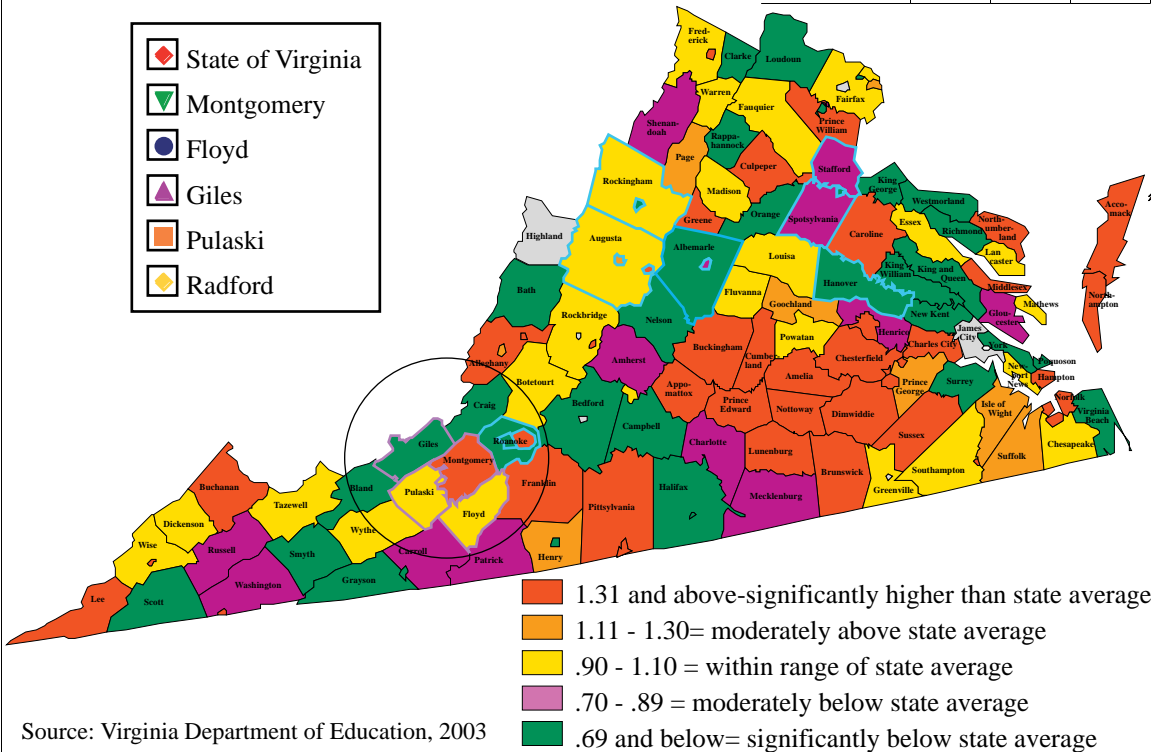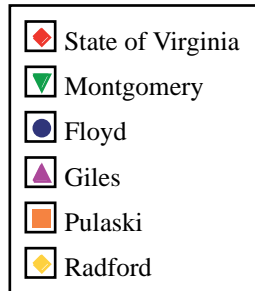
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1. In addition to the primary school facilities in the County, there are also two smaller facilities serving non-traditional students. Because of their relatively small size, the Independence and Wilson Avenue Schools have not been included in the analysis of educational facilities.

Montgomery County Public Schools: Fall Membership, by Grade, 1995-2003

Grade	1995	1996	1997	1998	1999	2000	2001	2002	2003
PK	0	0	0	0	0	0	0	122	122
KG	767	733	756	689	709	727	679	723	730
1	728	751	752	767	699	718	727	711	752
2	690	726	746	719	734	668	677	689	698
3	686	686	734	736	709	734	670	673	726
4	750	678	692	729	729	708	736	672	679
5	753	740	698	697	709	721	715	731	699
6	736	772	739	689	691	711	735	715	749
7	691	744	760	746	688	692	722	741	734
8	704	692	716	745	757	669	705	733	774
9	735	742	760	800	788	839	783	773	821
10	620	690	680	648	689	726	736	710	684
11	543	580	606	623	580	624	649	684	630
12	532	545	544	605	607	556	583	610	660
Total K-12	8935	9079	9183	9193	9189	9193	9117	9165	9336
%±K-2	n/a	n/a	-2.7%	-1.9%	-2.9%	-3.0%	-4.5%	-5.2%	2.8%
%±3-5	n/a	n/a	0.8%	-2.0%	-5.7%	-4.3%	-4.1%	-6.3%	-0.1%
%±6-8	n/a	n/a	-2.7%	-3.5%	2.4%	-2.9%	2.0%	3.1%	5.3%
%±9-12	n/a	n/a	n/a	-17.7%	-18.1%	-26.8%	-27.1%	-22.5%	-21.3%

Source: Virginia Department of Education, 2004

Montgomery County: Dropout Rates, 1997-2002
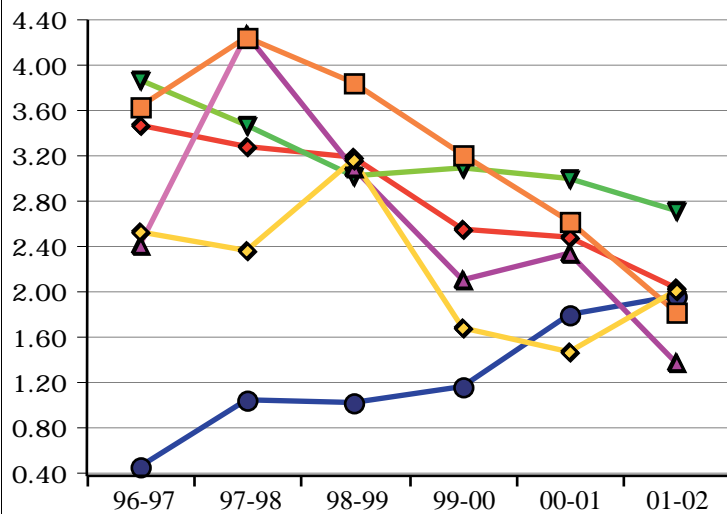
	96-97	97-98	98-99
Virginia	3.47	3.27	3.18
Montgomery	3.85	3.45	3.02
Floyd	0.44	1.03	1.02
Giles	2.41	4.26	3.08
Pulaski	3.63	4.23	3.84
Radford	2.51	2.35	3.15

	99-00	00-01	01-02
Virginia	2.53	2.46	2.02
Montgomery	3.08	2.98	2.70
Floyd	1.16	1.80	1.96
Giles	2.10	2.32	1.36
Pulaski	3.20	2.62	1.81
Radford	1.66	1.47	1.99

Legend:
- ◆ State of Virginia
- ▽ Montgomery
- ● Floyd
- ▲ Giles
- ▢ Pulaski
- ◇ Radford

Map legend:
- 1.31 and above-significantly higher than state average
- 1.11 - 1.30= moderately above state average
- .90 - 1.10 = within range of state average
- .70 - .89 = moderately below state average
- .69 and below= significantly below state average

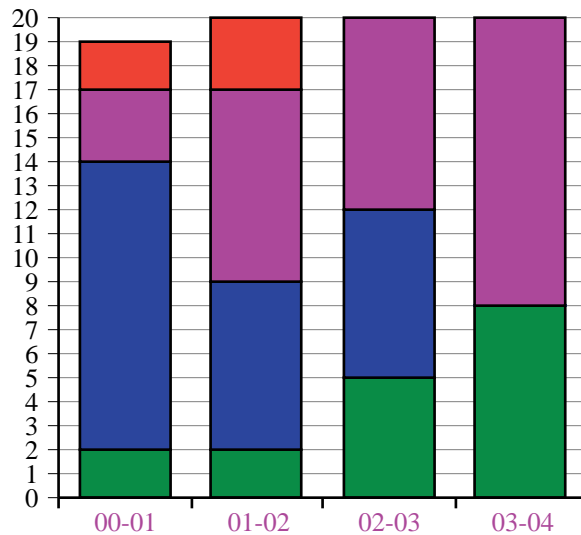Source: Virginia Department of Education, 2003

Prices Fork and Elliston-Lafayette Elementary Schools.

Changes in Student Population

In 2000-01, the Montgomery County Public Schools reported 9,093 students in their fall membership. Of these students, 45% were in elementary school (K-5), 22.8% were in middle school, and 30.7% were in high school. Four years later, in 2003, the distribution of students in elementary, middle, and high schools remained nearly the same (46.6% in elementary schools, 23.9% in middle schools, and 29.5% in high schools). However, population patterns in the schools suggest reasonably high volatility in the elementary school and high school populations, while middle school populations tend to remain fairly stable. Changes in the student population can be attributed to university related migration, especially among graduate students and younger faculty and their families, and local and regional migration as families move from rental to owner-occupied housing.

As the population projection report indicates, Montgomery County has grown by approximately 10,000 residents, per decade, for the last two decades--a trend the County expects to continue. Of the total population, between 17% to 18% were under the age of 18. While the overall population trend, since 1970, indicates that the under 18 population is decreasing as an overall percentage of the total population (from 27.6% in 1970 to 17.1% in 2000), there is some indication that the percentage of population has stabilized and residents under the age of 18 will continue to represent roughly 17% of the total population. This projection assumes a stable and fairly constant population growth, however changes in the composition of the Virginia Tech student body, especially with an increase in the number of graduate students, is likely to have an impact on the number of students in the elementary school population over the next 20 years.

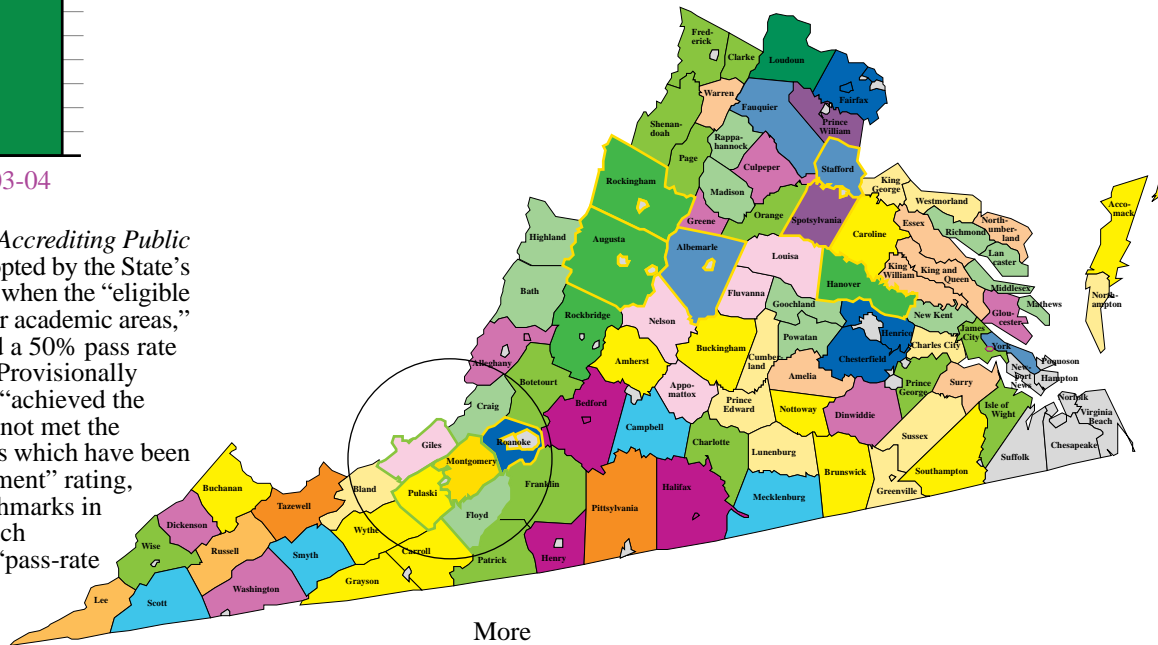# Montgomery County: Public School Accreditation, 2000-2004

	00-01	01-02	02-03	03-04
Fully Accredited	2	2	5	8
Provisional Accreditation, Meet State Standards	12	7	7	
Provisional Accreditation, Needs Improvement	3	8	8	12
Accredited with Warning	2	3		

Source: Virginia Department of Education, 2003-2004
Accreditation Report; Montgomery County
Public Schools, 2004.

1 to 5 Schools   5 to 15 Schools   16 to 25 Schools   More Than 25 Schools

124:All Schools Fully Accredited
1.11 to 1.23: Above state average
1.00 State Average(81% of schools)
.90 to 1.10 Within range of state average
.70 to .89 Moderately below state average
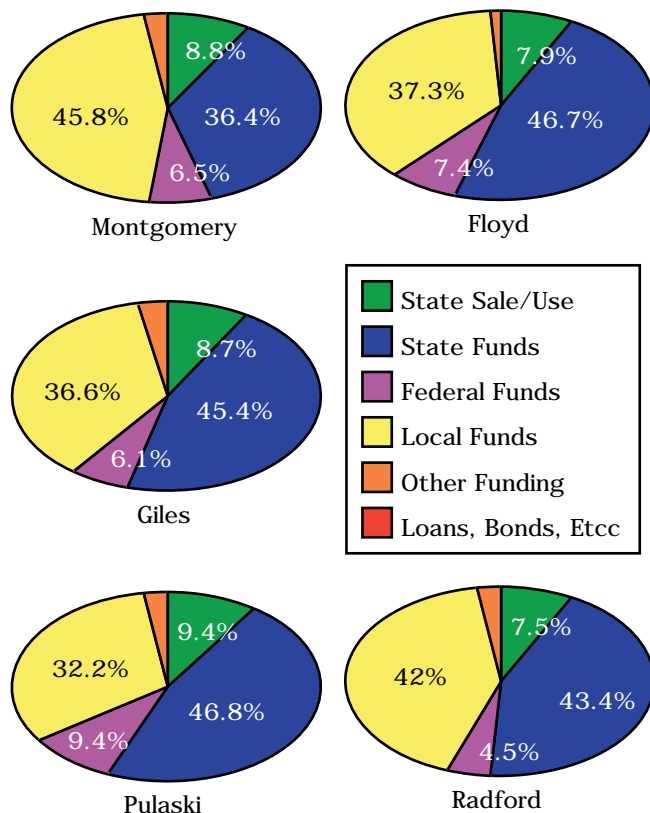Below .70: Significantly below state average

Under the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8VAC 20-131-10 et. seq.), adopted by the State's Board of Education, schools are "fully accredited" when the "eligible students meet a pass rate of 70% in each of the four academic areas," a 75% pass rate in 3rd and 5th grade English, and a 50% pass rate in 3rd grade science and history/social science. "Provisionally Accredited/Meets State Standards" schools have "achieved the provisional accreditation benchmarks...,but have not met the requirements to be rated fully accredited." Schools which have been given a "provisionally accredited/needs improvement" rating, failed to meet the provisional accreditation benchmarks in one or more academic areas. Finally, schools which receive an "accredited with warning" rating had "pass-rate performances on SOL tests [which were] 20 or more percentage points below any of the provisional accreditation benchmarks."

According to the School Superintendent, three high schools (Auburn, Christiansburg, and Eastern Montgomery) should receive full accreditation in 2004. All others should be fully accredited by the target date of 2007.

Montgomery County: Sources of Funding for Public Education, 2003

Montgomery: 8.8% (State Sale/Use), 36.4% (State Funds), 6.5% (Federal Funds), 45.8% (Local Funds)

Floyd: 7.9% (State Sale/Use), 46.7% (State Funds), 7.4% (Federal Funds), 37.3% (Local Funds)

Giles: 8.7% (State Sale/Use), 45.4% (State Funds), 6.1% (Federal Funds), 36.6% (Local Funds)

Pulaski: 9.4% (State Sale/Use), 46.8% (State Funds), 9.4% (Federal Funds), 32.2% (Local Funds)

Radford: 7.5% (State Sale/Use), 43.4% (State Funds), 4.5% (Federal Funds), 42% (Local Funds)

Legend:
- State Sale/Use
- State Funds
- Federal Funds
- Local Funds
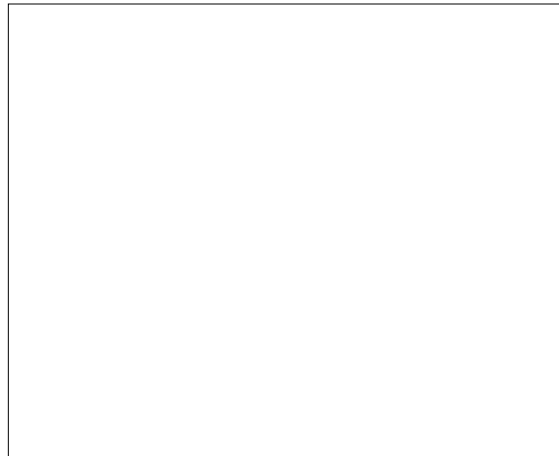- Other Funding
- Loans, Bonds, Etcc

Sources: Virginia Department of Education, 2004; DeJong & Associates "Facility Master Plan Background and Summary Report, 2000; Montgomery County Capital Budget, Fiscal Years Ending June 30,2003-June 30, 2007.

Capital Improvement Funds for School-Related New Construction & Renovation, FY2003-2007

	Last Renovated	Prior FY	FY 03/04 - FY06/07	Future FY
New Christiansburg Middle	New	$22,777,815		
New Blacksburg Middle	New	$23,628,347		
School Cafeteria Equipment	n/a	$52,568		
Blacksburg Track	n/a	$33,000		
Auburn HS/Elliston ES	see below	$35,600		
School Roof Replacements	n/a	$3,404,748		
Eastern Montgomery HS	New	$15,871,241		
Other School Projects	n/a	$95,160		
Auburn ES-Water/Sewer	n/a	$692,083		
Elliston-Lafayette ES	1972			$6,658,207
Prices Fork ES	1972			$5,634,666
Blacksburg HS Parking	n/a			$203,300
Auburn HS	1972			$4,653,791
Auburn MS	1999			$4,371,025
Christiansburg ES	1963			$6,840,010
Christiansburg PS	b. 1972			$7,248,184
Gilbert Linkous ES	1972			$8,364,424
Margaret Beeks ES	1972			$8,989,600
Shawsville MS	1973			$3,813,009
Belview ES	1979			$7,494,624
Harding Avenue ES	b. 1972			$6,648,516
Shawsville ES	b. 1970			$7,724,080
Independence Secondary	1952			$690,406
Falling Branch ES	b. 1990			$1,425,108
Totals		**$66,590,562**		**$80,758,950**

Note: According to the 2003-2007 Capital Budget, school-related projects account for 97% of future capital budget requests.

	State Sale/Use	State Funds	Federal Funds	Local Funds	Other Funding	Loans, Bonds	Total Receipts
Montgomery	$6,979,543.17	$29,007,999.52	$5,181,914.46	$36,525,337.57	$2,002,836.97	$0.00	$79,697,631.69
Floyd	$1,243,225.50	$7,362,991.73	$1,167,304.60	$5,879,636.26	$110,885.88	$0.00	$15,764,043.97
Giles	$1,747,978.29	$9,104,667.06	$1,221,223.12	$7,339,474.05	$606,162.33	$15,125.00	$20,034,629.85
Pulaski	$3,424,695.70	$17,133,033.80	$3,437,374.78	$11,775,567.91	$806,443.11	$0.00	$36,577,115.30
Radford	$883,702.22	$5,141,509.20	$532,499.15	$4,968,240.85	$306,413.21	$949.19	$11,833,313.82

High School Dropout Rates.

Despite the influence of local educational institutions and increasing levels of educational attainment in the county, the graduation rates still vary, rather dramatically, depending on the school. According to the Superintendent of the Montgomery County Public Schools, the drop out rate varies from a low of 2% at Blacksburg High School to a high of 5% at Eastern Montgomery High School.

Technical Training and Higher Education

Higher education is a central feature in Montgomery County's economic and educational landscape. While both Virginia Tech, located in Blacksburg, and Radford University, located in the neighboring city of Radford, offer ample adult educational opportunities, the cost of both universities may place them out of reach for adults interested in gaining new skills or expanding existing skills. New River Community College, located in Dublin (Pulaski County), offers technical training, but the distance from Montgomery County may prove to be a hindrance to adults who can not afford the necessary transportation. Currently, NRCC classes are offered through a satellite location in Christiansburg and through the public schools.

Montgomery County Public Schools: Average and Median Teacher Salaries, 2003

	Average Teacher Salary, 2003
Montgomery Co.	$37,390
Albemarle Co.	$40,532
Augusta Co.	$37,731
Hanover Co.	$38,991
Roanoke Co.	$44,139
Rockingham Co.	$37,958
Spotsylvania Co.	$42,589
Stafford Co.	$44,161

Notes:
1. Virginia Average Salary for FY 2003 was $42,778.
2. According to the Montgomery County School Superintendent, the average salary figures are influenced by the composition of the work force. School systems with a higher proportion of experienced teachers, such as Montgomery County, will display a higher average salary figure than school systems with a lower proportion of experienced teachers.

Source: Montgomery County Public Schools, 2004; Virginia Department of Education, 2003-2004 Classroom Teacher Salary Survey (December 1, 2003)

Educational Resources: Goals

EDU 1.0 Educational Facilities and Opportunities: Provide high quality, lifelong educational opportunities and facilities throughout Montgomery County.

EDU 1.1 New and Existing Educational Facilities: Address current and future educational facility and program needs in Montgomery County through a cooperative approach between Montgomery County, Blacksburg, Christiansburg, citizens, the business community, and the Montgomery County Public Schools.

EDU 1.1.1 Local and Neighborhood Facilities. Develop a policy to maintain the neighborhood, village approach to the placement of elementary schools, recognizing that such schools provide an identity of the area they are meant to serve and aid in the positive development and maintenance of community identity.(2)

EDU 1.1.2 Facility Standards. Develop and adopt a mutually acceptable planning standard for school facilities, including renovation standards and a mobile classroom policy.

EDU 1.1.3 Facilities Renewal Program: Design and incorporate a Facilities Renewal Program into the Montgomery County Capital Improvements Program, which would allow for large scale renewal, renovation, and expansion of existing facilities to meet future needs, including: physical upgrade, systemic upgrades (i.e. electrical, hvac, roofs), and facility changes for programmic upgrades (renewal/rehabilitation of science, vocational and technological facilities), while recognizing the need for multi-use facilities. (3)

EDU 1.1.4 Landbanking: Land bank sufficient land for future educational uses, including the expansion of existing facilities and the construction of new facilities.

EDU 1.1.5 Decommissioned & Abandoned Structures: Develop a policy for publicly owned, decommissioned or abandoned structures, including facilities owned by Montgomery County, the Montgomery County Public Schools, and other applicable agencies and departments.

EDU 1.2 Community-Based Schools and Public Facilities: Develop a Community-Based Schools approach to the provision of public, health, and educational services, through the location and provision of such services through the schools. Recognizing the importance of the schools to the fabric of local communities and neighborhoods (4)

EDU 1.2.1 New Facilities. Develop a policy for the design of new school facilities which would accommodate multi-use, including a combination of community-based human, health, recreational, and government services. (5)

EDU 1.2.2 Civic Zoning. Create a special school/civic zoning district which would allow a broader range of activities to be performed in civic structures, including: the provision of human, health, and government services; child care; and before and after school programs.

Cross References and Notes:
2. The retention of Village-based facilities underscores the observation that "Villages have served as, and will continue to serve as focal points, for surrounding rural areas" (PLU 1.7, pg 43). Village Area Facilities and Utilities are addressed in PLU 1.7.5 (pg. 45). Additional information on Villages (PLU 1.6, pg. 41) and Village Expansion Areas (PLU 1.7, pg. 43) can be found in the Planning and Land Use chapter.
3. The capital improvements program is also addressed in the plan implementation portion of the Introduction; PNG 7.2 Capital Improvements Program (pg. 69); PRC 2.1.2 Recreational Priorities and Funding (pg. 207); and SFY 1.3.2 Public Safety Facilities and Funding (pg. 198).

Cross References and Notes:
4. Community-Based Schools and Public Facilities are also addressed in PNG 3.1.4 (pg. 68).
5. Issues of access and multi-use of facilities are addressed in PNG 3.0: Access (pg. 67); PNG 3.1: Multi-use of Facilities (pg. 67); CRS 2.1.4: Library-Based Community Space (pg. 82); and PRC 1.1.4 Facility Sharing (pg. 206).

EDU 2.0 Lifelong Learning. Adopt a countywide approach to lifelong learning needs, including: 1) the development of adult education and job training facilities and programs; 2) development and provision of child care programs and facilities (pre-K, K-12 before and after school programs and facilities, and at-risk youth programs and facilities); and 3) nontraditional educational programs and facilities.

EDU 2.1 Job and Vocational Education. Explore the expansion of university, community college, vocational, and technical programs in Montgomery County through the reuse of abandoned or decommissioned educational facilities and funded through public/ private partnerships.

EDU 2.1.1 Technical and Vocational Training Opportunities. Prepare a study, in conjunction with Economic Development, Montgomery County Social Services, and the Montgomery County Public Schools, that examines current and future technical training and vocational training needs in Montgomery County and recommends possible approaches to the provision of new or upgraded vocational and technical training facilities and programs. (6)

ECD 2.1.2 Community Technical Education/ Knowledge Capital Task Force: Recognizing that knowledge-based capital is one of the region's strengths, appoint a task force to 1) evaluate knowledge-based capital in the Montgomery County MSA, as well as current student and adult educational, technical, and vocational training opportunities and facilities; 2) develop a long range plan for workforce development that addresses long-range needs and objectives; and 3) design and promote training and retraining programs which will benefit students, workers, and area businesses and institutions. (7)

EDU 2.2 Nontraditional Educational Facilities. Continue to develop nontraditional educational facilities (such as the Coal Mining Heritage Park and Science Center, the Farming Heritage Park, the Christiansburg Institute, Blacksburg's Heritage Community Park and Natural Area, and the Montgomery County Museum) to provide expanded educational opportunities through public/private partnerships.

EDU 2.2.1 Coal Mining Heritage Park Educational Facilities . Continue to develop the historic and scientific educational facilities and programs in the Coal Mining Heritage Park, (8)

EDU 2.2.2 Farming Heritage Park Educational Facilities: Develop the historic and agricultural educational facilities at a Farming Heritage Park, including the establishment of facilities and programs supporting agricultural extension, 4-H, and Future Farmers of America.

EDU 2.2.3 Christiansburg Institute and Christiansburg Community Center. Support the development of alternative educational and museum facilities and programs at the Christiansburg Institute and Christiansburg Community Center (original Christiansburg Institute), focusing, specifically, on the needs of minority communities in Montgomery County. (9)

EDU 2.2.4 Montgomery-Floyd Regional Library. Provide continuing support for the Montgomery-Floyd Regional Library, including the development of new facilities, the revitalization of existing facilities, and the expansion of the technical infrastructure in support of adult educational opportunities. (10)

Cross References and Notes:
8. Heritage Parks are also addressed in CRS 3.2: Heritage Parks and Trail System (pg. 83) and PRC 2.0 Recreational Facilities and Programs (pg. 207).

9. Although the Christiansburg Institute and the Christiansburg Community Center, located, respectively, west of Franklin Street and next to Schaffer Memorial on High Street in Christiansburg, are outside of the jurisdiction of this plan, the work performed benefits all Montgomery County residents. In the past, Montgomery County has been asked to support and lend expertise to the development process of both institutions. Participants in the Cultural and Educational Facilities workgroup felt strongly that this support should be recognized and continued.

10. The Montgomery-Floyd Regional Library is also addressed, in greater detail, in CRS 2.0 (pg. 82).

Cross References and Notes:
6. Technical and Vocational Training is also addressed in: ECD 2.0 Workforce Development (pg. 100) and HHS 2.4 Technical and Vocational Education Facilities and Programs (pg. 175).
7. EDU 2.1.2 is cross listed as ECD 2.1.1: Community Technical Education/ Knowledge Capital Task Force (pg. 100).